

# ASSESSMENT AND REPORTING POLICY

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**Policy area:** 2 – Teaching and Learning      **Date established:** September 2014  
**Date last revised:** June 2016                      **Date of next revision:** June 2017

This policy will be reviewed in full by the Director of Education on a yearly basis, or more frequently if there are changes in policy. This policy was last reviewed and agreed by the Head of College in June 2016. It is due for review in June 2017 2016.

## **Signed**

David Shandley

Head of College

Date: 26/08/2016

## **Overview**

### **Policy statement**

This policy covers assessment and reporting and how it is used to improve learning and teaching at Newland College. We believe that our assessment practices should be an integral part of the written curriculum and programmes of instruction and that assessment methods should be fair, transparent and free from bias.

### **Rationale**

Newland College follows the IB Middle Years programme of study. Assessment is a key process in the improvement of learning and teaching at Newland College. Assessment methods are both formative and summative and should demonstrate what students know, are able to do and understand. A variety of assessment methods will be used to accommodate learning styles, differing abilities, special educational needs, the development of the whole child and to encourage higher thinking skills.

It is our aim for most students to know in advance when and how they will be assessed and the criteria for assessment will be provided to the students. Assessments provide students, teachers and parents with evidence to evaluate learning, the curriculum and instruction.

## **Applicability**

This policy is for all teaching staff and Senior Leadership Team (SLT), parents and students at Newland College.

## **Statutory/IBO/company guidance**

"Programme standards and practices." 2014.

This policy should be read in conjunction with the following policies and handbooks:

Academic honesty policy  
Teaching policy  
Curriculum policy  
Curriculum Handbooks for MYP  
Teacher Handbook

## **Access**

This policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Code of Professional Conduct. We also inform parents and guardians about this policy when their children join Newland College, through our newsletters and our website. The policy is available on request from the college office.

## **Failure to comply**

Teaching staff non-compliance will result in Senior Leadership Team intervention to ensure assessment and reporting is carried out correctly at Newland College.

## Assessment and reporting policy

### 1 Introduction

- 1.1 At Newland College we are committed to providing a first class learning experience for all our students and to creating the best conditions for them to achieve their full potential. Through our teaching and assessment we aim to inform, to inspire, to instil appropriate skills, and to help our students become life-long learners and leaders.
- 1.2 Assessment also provides diagnostic information to ensure an appropriate programme for students. Assessment should be valid, reliable and authentic, linked to defined standards and have inter-rata reliability. Results will be reported to the college community as appropriate.

### 2 Assessment principles

- 2.1 Formative assessment will be part of unit and lesson planning, linked to defined criteria and will be part of the ongoing instructional programme.
- 2.2 Summative and standardised assessments will be part of the educational programme at appropriate year levels.
- 2.3 Assessments will provide diagnostic information, baseline information and evidence of progress throughout the year.
- 2.4 Assessments will provide evidence to evaluate student performance, teaching strategies and the curriculum.
- 2.5 Assessments will include student self-assessment, teacher assessment, external moderation and peer assessment, when appropriate, to encourage reflection on the process of learning.
- 2.6 Assessment of students' attitudes, behaviour and effort are distinct from the assessment of knowledge, concepts and skills.
- 2.7 Assessment should link judgements about attainment to evidence and provide a basis for dialogue between students, teachers, and parents.
- 2.8 Assessment portfolios and reports will be kept and passed onto relevant personnel when appropriate and necessary.

### 3 Purposes for assessment

#### 3.1 For students:

<sup>35</sup><sub>17</sub> To serve as a tool which will encourage and motivate students to learn.

- <sup>35</sup><sub>17</sub> To assist students in setting goals for themselves to develop learning strategies.
- <sup>35</sup><sub>17</sub> To build positive self-esteem and encourage students to strive for their personal best.
- <sup>35</sup><sub>17</sub> To inform students about, and to enable them to monitor, their current level of skill/knowledge mastery and towards 'next steps'.
- <sup>35</sup><sub>17</sub> To empower students to be independent, self-reliant and self-critical learners.
- <sup>35</sup><sub>17</sub> To demystify assessment practices, grading and marking so that the criteria are transparent and fair.

### **3.2 For teachers:**

- <sup>35</sup><sub>17</sub> To determine previous learning to decide appropriate level of instruction.
- <sup>35</sup><sub>17</sub> To evaluate student competency either within a programme and/or outside their age group.
- <sup>35</sup><sub>17</sub> To identify students' specific academic strengths and areas of growth so that the teacher can design appropriate instruction within the classroom.
- <sup>35</sup><sub>17</sub> To provide feedback for students to improve their performance and achieve certain targets.
- <sup>35</sup><sub>17</sub> To measure whether the teacher's instruction has been successful.
- <sup>35</sup><sub>17</sub> To ensure consistency and inter-rata reliability between teachers.
- <sup>35</sup><sub>17</sub> To provide external validations for their practices and judgements.
- <sup>35</sup><sub>17</sub> To provide diagnostic information about special needs to contribute to the design of Individual Education Plans.
- <sup>35</sup><sub>17</sub> To gauge the academic progress made by students in the programme.

### **3.3 For parents:**

- <sup>35</sup><sub>17</sub> To determine if their child is learning what is necessary for future success both in college and beyond the college.
- <sup>35</sup><sub>17</sub> To assist the parent in comparing the performance of their child with students in another setting.
- <sup>35</sup><sub>17</sub> To help the parent fully understand the strengths, weaknesses, progress, achievements and learning style of their child.
- <sup>35</sup><sub>17</sub> To gauge the academic progress made by students in each programme.

### **3.4 For the Senior Leadership Team:**

- <sup>35</sup><sub>17</sub> To aid the college in determining whether a student will be successful within a particular year group or programme.
- <sup>35</sup><sub>17</sub> To establish a knowledge base to work with teachers for the development of curriculum and the modification of instructional methods.
- <sup>35</sup><sub>17</sub> To plan effective staff-development programmes.
- <sup>35</sup><sub>17</sub> To provide information, both on an individual student level, and on a collective basis, to aid analysis of teacher and departmental effectiveness and the progress and achievement of students.
- <sup>35</sup><sub>17</sub> To provide longitudinal information to assess current programmes and/or the introduction of new programmes.
- <sup>35</sup><sub>17</sub> To generate information which will be used to guide the development of future College Development Plans.

## 4 Reporting and grading system

- 4.1 Formal reports are issued three times a year. Reports comment upon the academic and pastoral life of the student.
- 4.2 An initial informal report will be issued approximately four weeks after the start of the academic year and will focus on how the student is settling in to the college.
- 4.3 Informal (mid-term) reports, which are less detailed, are issued three times a year.
- 4.4 Parent/teacher meetings are held twice a year (beginning and end of the year) where academic and pastoral issues of the student are discussed.
- 4.5 Grades are provided for performance in accordance with the grade table below i.e. 1 – 7 scale.
- 4.6 Report comments should particularly relate to providing positive and constructive guidance and direction, and focus on the progress students have made.
- 4.7 There should be no doubt in the reader's mind as to the relationship between a grade and the descriptors that lead to that grade.
- 4.8 At any time during the academic year a teacher or parent may book a parent/teacher meeting to discuss any student progress concerns.
- 4.9 No teacher is permitted to give a grade lower than a 4 unless the following conditions have been met:
  1. an academic warning notice has been issued at half term
  2. a follow up report has been filed
  3. the Acting Head of College or Deputy Head (Pastoral) has contacted the parent to discuss the issue(s).
- 4.9 The reporting and effort grade scales can be found in [Appendix 1](#).

### 4.10 Student Assessment Records

The Senior Leadership Team (SLT) will monitor student assessment results in order to:

- drive curriculum improvement and teaching practice
- evaluate teacher implementation of assessment policy

## 5 External assessment - MYP

- 5.1 There are external online eAssessments in May of MYP5 for students working to attain the MYP certificate. These eAssessments apply for Science, Language and Literature, Mathematics and Individuals and Societies. This is a controlled assessment produced by the IBO.

- 5.2 Arts, Language Acquisition, Physical and Health Education and Design are assessed through electronically submitted portfolios of work that internally assessed and externally moderated by the IBO.
- 5.3 The aforementioned assessments provide verification and validation of student achievement against the prescribed MYP assessment criteria.
- 5.4 Feedback from the International Baccalaureate Organisation also provides important feedback to teachers and the Senior Leadership Team for evaluative and planning purposes.

## 6 Data Collection on student academic performance

- 6.1 The MYP coordinator is required to produce trend data that shows individual and group student progress and attainment (standards). When end of term examinations have been completed, these grades will be shown separately.
- 6.2 These parameters are defined as follows:
- **Attainment (Standards)** – external, verified benchmarks, analysing expected performance of groups of students having similar backgrounds and experiences to Newland College students e.g. Check Point, MYP criteria grades, etc.
  - **Progress** – the value that has been added to the education of each individual or group of individuals, implying that baselines have been established and measurement of progress from those baselines has also been measured.
- 6.3 Data gathered should be kept as a permanent record and developed as a trend analysis using graphs, statistical representation or other format that allows for such analysis.
- 6.4 Data gathered must be presented to the Director of Education at the end of the academic year along with a list of changes that will occur as a result of the data analysis.
- 6.5 The data gathered is to be used to:
- provide a trend analysis of college performance
  - inform curriculum development for groups and individuals
  - inform teaching methods that are used
  - inform personalised educational plans, target setting, other learning support strategies that are prepared for students
  - actively demonstrate to parents and students the quality of education that is being provided.

## 7 Marking and feedback

- 7.1 We have adopted a college-wide approach to written feedback for students. Student work, including draft summative assessment tasks, is annotated with points of praise and improvements.
- 7.2 Student-directed feedback that is based on clear learner expectation is shown to accelerate student progress and improve engagement from the learner in all subjects.
- 7.3 Students are provided with three pieces of feedback:
- <sup>35</sup><sub>17</sub> What Went Well (WWW) – a brief statement praising them on the objectives/criteria they have fulfilled in the previous fortnight.
  - <sup>35</sup><sub>17</sub> Even Better If (EBI) – a brief statement highlighting the areas that require further work or improvement.
  - <sup>35</sup><sub>17</sub> Closing the Gap (CTG) – a short task that demonstrates they have applied their feedback and made a conscious, visible effort to improve.
- 7.4 This strategy is applied consistently to all classes in the MYP.

## 8 Prep (homework)

- 8.1 Prep is a necessary adjunct to classroom teaching, and all students can expect to receive prep on a regular basis. Prep is intended to reinforce work covered in class, to extend students' application of knowledge and skills to different contexts and to help students develop important habits of self-discipline, organisation and self-reliance.
- 8.2 Teachers expect prep to be done properly and punctually.

## Appendix 1

### Reporting Grade Scale

The MYP subjects are reported on a scale from one to seven, with seven being the highest possible final grade.

<b>Achievement Grade</b>	<b>Grade Descriptors</b>
<b>GRADE 7 Excellent</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .
<b>GRADE 6 Very Good</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
<b>GRADE 5 Good</b>	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
<b>GRADE 4 Satisfactory</b>	A <b>good general understanding</b> of the required knowledge and skills and the ability to apply them effectively in <b>normal</b> situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
<b>GRADE 3 Unsatisfactory</b>	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
<b>GRADE 2 Limited Achievement</b>	<b>Very limited</b> achievement against all of the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
<b>GRADE 1 Below Required Standard</b>	<b>Minimal</b> achievement in terms of the objectives.

## Student Effort Grade

A	Excellent
B	Good
C	Satisfactory
D	Poor

Effort grades refer to the attributes listed below:

- Comes to class fully prepared, equipped and ready to work.
- Takes responsibility for his/her learning.
- Shows a positive and enthusiastic attitude in class and towards learning.
- Remains focussed in class and stays on task.
- Makes thoughtful and appropriate contributions in class discussions and oral presentations.
- Completes all tasks thoroughly and with care.
- Asks questions to improve his/her understanding.
- Works well with others and shows respect to teachers and peers.
- Submits homework and assignments on time.